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ABSTRACT

By providing relevant credit courses, this community college project has attempted to meet the needs of members of the business and industry community. The project had four objectives: (1) Manchester Community College (MCC) was to expand the existing cooperative training program for apprentices/graduate apprentices employed by Pratt and Whitney Aircraft Group (P&WA), (2) MCC was to identify other business/industry credit-worthy training programs to duplicate the P&WA model, (3) academic and career counseling were to be added to all programs, and (4) MCC was to identify unmet continuing education needs of participating businesses' employees and design courses to meet these needs. The Pratt and Whitney Cooperative Program has been expanded from six classes (145 enrollees) starting in fall, 1976, to sixteen classes (312 enrollees) in fall, 1978. Counseling has been provided for approximately 200 employees. Life Office Management Association courses have been evaluated for academic credits which have been combined with on-site credit courses at Connecticut Mutual and Connecticut General Life Insurance Companies. Data Processing Operations courses have been awarded credit at Aetna Life and Casualty. Academic counseling is part of all programs. Finally, courses have been developed by MCC and the Hartford Graduate Center to meet the Hartford area's continuing education needs. (Author/CSS)

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Final Report

Project No. 498AH70135
Grant No. G007701989

David E. Duffy
Manchester Community College
60 Bidwell Street
Manchester, Connecticut 06040

PROJECT C.E.B.I. (Credit For Education In Business And Industry)

October 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Washington, D.C. 20202

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Author's Abstract

Project C.E.B.I. had four objectives. First, Manchester Community College (MCC) was to expand the existing cooperative training program with the Pratt and Whitney Aircraft Group (P&WA). Secondly, MCC was to identify other business and industry training programs that are worthy of credit so as to duplicate the P&WA model. Thirdly, academic and career counseling were to be added to all programs. Finally, MCC was to identify unmet continuing education needs of employees of participating businesses, and design new courses to meet these needs.

The Pratt and Whitney Cooperative Program has been expanded to 312 students occupying 376 seats in 16 classes. Counseling has been provided for approximately 200 employees. Thirty additional academic credits have been awarded.

LOMA courses have been evaluated for academic credits which have been combined with on-site credit courses at both Connecticut Mutual and Connecticut General Life Insurance Companies. Data Processing Operations courses have been awarded credit at Aetna Life and Casualty. Academic counseling is an integral part of all programs.

Finally, courses have been developed to meet special continuing education needs in the Hartford area by both MCC and The Hartford Graduate Center.

The MCC programs with insurance companies and a new five-year contract with P&WA point to the success of Project C.E.B.I.

FINAL REPORT

PROJECT NO. 498AH70135
GRANT NO. G007701989

PROJECT C.E.B.I. (Credit For Education In Business And Industry)

David E. Duffy

Manchester Community College
60 Bidwell Street
Manchester, Connecticut 06040

October 1978

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20202

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FINAL REPORT: PROJECT C.E.B.I. (Credit For Education In Business And Industry) - AUGUST 22, 1977 - AUGUST 21, 1978

INTRODUCTION

At the start of Project C.E.B.I. (Credit For Education In Business And Industry) Manchester Community College (MCC) and Pratt and Whitney Aircraft (P&WA) had completed the first year of an ongoing cooperative program for apprentices and apprentice graduates employed by this famous manufacturer of jet aircraft engines. MCC had agreed to award 30 academic credits to all past and future graduates of P&WA three-year apprentice training programs in Sheetmetal, Machine Operations, and Electronics. P&WA in turn had contracted with MCC to provide on-site courses in a variety of subjects with the understanding that these courses would be of the same high caliber as those offered on campus.

The MCC/P&WA Cooperative Program started in September of 1976 and had produced the following increases in enrollment and on-site classes:

Semester	Enrollment	Classes
Fall 1976	145	6
Spring 1977	179	8
Fall 1977	216	10

P&WA employees had begun matriculating at MCC in substantial numbers. The General Studies degree had been identified as the program at MCC that could accept the 30 credits awarded to P&WA apprentice graduates. Apprentices with credits earned at other colleges began transferring credits to MCC. After the first two semesters -- apprentices graduated from MCC, and many others looked forward to receiving an associate degree by earning 30 additional credits through on-site courses offered by MCC at P&WA both before and after work.

Two problems that had not been anticipated in the MCC/P&WA Program had been overcome. The registration of students and the loading of classes had become too much of a burden for the Educational Assistance Office at P&WA. Through its registrar, MCC was able to provide P&WA with a truly professional on-site registration.

By the second semester of this cooperative program, it was evident that serious course scheduling problems were going to develop unless a master schedule was created. The selection of course offerings had to be organized semester by semester so that new courses would continue to be offered

to apprentices progressing through the three-year program. A three-year master schedule was developed, and has proved to be a "must" for all concerned.

At the start of this grant, another need at P&WA had been identified but not satisfied. With 216 students registered for the third semester of this program the demand for academic counseling highlighted the need for on-site counseling at P&WA.

Whereas the MCC/P&WA Cooperative Program expanded rapidly and successfully, the response from other large companies to duplicate this model was slow in coming. However, at the start of this grant, the Connecticut Mutual Life Insurance Company (CML) informed MCC that they would enter into a cooperative program that would include the award of credit for in-house insurance courses provided by LOMA (Life Office Management Association).

MCC had been looking for some time for an insurance company who would be willing to cooperate in the evaluation of LOMA. The willingness of Connecticut Mutual to be that company was very good news.

The banking courses offered by the American Institute of Banking (A.I.B.) continued to look worthy of credit, but MCC could find no way to get the Hartford Chapter of A.I.B. to enter into a cooperative program.

To summarize, at the start of Project C.E.B.I., the P&WA Cooperative Program was expanding and doing well. For the first time, MCC saw the possibility of duplicating the P&WA model at the Connecticut Mutual Life Insurance Company. Some other proposed programs such as one with Aetna Life and Casualty had potential, but Pratt and Whitney Aircraft remained the only company committed to an ongoing cooperative program. It was obvious that MCC under Project C.E.B.I. must take some major steps to expand the basic concept of combining the award of academic credit with on-site courses toward certificate or degree programs.

METHODS

Thomas N. Bavier, the Project Director, was at the time of this grant the coordinator of Contract and Grant Programs within the Community Services Division of the College. (See Appendix I.) Mr. Bavier was responsible for the administration, coordination, and fiscal management of this project. Mr. Bavier has since been promoted to Assistant to the President at this institution.

David E. Duffy, a Project Coordinator, is the Coordinator of Business and Industry Programs within the Community Services Division of the College. (See Appendix II.) Mr. Duffy was responsible for coordinating the cooperative program with the Pratt and Whitney Aircraft Group. He was also responsible for the efforts of this College to expand cooperative programs to other companies in the Hartford area.

Judd N. Adams, a Project Coordinator, is the Instructional Design Specialist of the Hartford Graduate Center. (See Appendix III.) Mr. Adams was responsible for investigating the objectives of Project C.E.B.I. at the graduate level.

Lynne E. Eckerle, the Project Counselor, is the Counselor-Coordinator within the Community Services Division of this College. (See Appendix IV.) Ms. Eckerle was responsible for providing counseling to P&WA employees enrolled in the cooperative program with MCC. She was also responsible for on-site counseling for any new programs developed by MCC.

The method used to implement and expand this project involved the award of academic credit for in-service training programs on a no charge, no obligation basis. At the same time every effort was made by the College to interest the benefiting companies in a cooperative program that would permit employees to supplement the in-service credits with credit courses provided by MCC immediately after work at the company location.

RESULTS

Pratt and Whitney Aircraft Group

The MCC/P&WA Cooperative Program was now one year old. Registration and orientation had been completed for 216 students for the fall semester of 1977. A program that had started with six classes was now scheduled for ten in the following five subjects:

English 111 - Introductory Composition
Psychology 111 - General Psychology
Speech 213 - Effective Speaking
Business 111 - Business Environment
Data Processing 111 - Introduction to Data Processing

Each course continued to be presented as twin sections meeting before the second shift started work and after the first shift had finished the work day. Each class was scheduled two days a week, and thus each instructor was assigned four classes a week. For the first time, classes were scheduled to start late enough in the afternoon (5:15 p.m.) to permit attendance of graduate apprentices in the salary classification. Registration continued to be limited to apprentices or graduate apprentices.

Under this grant MCC was now able to offer counseling on site at P&WA. Two afternoons a week in both the fall and spring semesters an experienced MCC counselor provided academic counseling to over 200 Pratt and Whitney Aircraft employees. Counseling proved to be a most valuable addition to this program and a service that P&WA insisted the College build into future programs on an ongoing basis.

An interesting aside is the fact that P&WA was so impressed with the MCC counselor that their Personnel Department offered her a full-time job at a very attractive increase in pay, and she has decided to accept. MCC will supply a new counselor to P&WA in the fall of 1978.

Both P&WA and MCC have worked in tandem to spread the acceptance of the thirty academic credits awarded to apprentice graduates. Central Connecticut State College now accepts twenty-seven of the thirty credits toward their four-year degree in Industrial Technology. Ward Electronics Division of the University of Hartford and Hartford State Technical College accept all thirty credits from the P&WA apprentice program in Electronics. P&WA and MCC are continuing their efforts, and to date, the following community colleges in Connecticut accept the thirty P&WA credits:

Asnuntuck Community College, Enfield
Greater Hartford Community College, Hartford
Mattatuck Community College, Waterbury
Middlesex Community College, Middletown
Tunxis Community College, Farmington

In the spring semester 1978, MCC offered another ten classes to 302 students in the following subjects:

English 112 - Advanced Composition
Psychology 115 - Applied Psychology
English 101 - Reading Rate and Comprehension
Accounting 101 - Principles of Accounting I
Economics 101 - Introduction to Economics I

At the end of this grant, 312 students registered for the fall semester 1978. For the first time P&WA opened up registration to all P&WA employees. The number of classes was increased from ten to sixteen, and the course offerings were increased to include:

Psychology 111 - General Psychology
English 111 - Introductory Composition
Business 244 - Development of American Industry
Speech 213 - Effective Speaking
Business 111 - Business Environment
Mathematics 181 - Calculus I

A new course, Development of American Industry, was developed by MCC at the request of P&WA who wanted their employees to receive a background in the historical development of business and industry in this country since the Civil War. This new course was awarded three academic credits by the Curriculum Committee and the Faculty Senate of the College. Initial student response has been so positive that P&WA has asked that this new course be repeated at the earliest opportunity.

One other course also was developed for P&WA. A speed reading course that had been purchased by P&WA was rewritten into language more meaningful to P&WA employees. Once the course reading had been changed other

refinements in the projection equipment were recommended and made by the MCC instructor -- all to the satisfaction of P&WA.

During the period of this grant an additional thirty academic credits were awarded for the Electrical Maintenance Program at P&WA. Investigation showed that the training in this program paralleled so closely to the instruction in the apprentice programs that equivalent credit could be awarded.

With the support of Project C.E.B.I. the MCC/P&WA Cooperative Program became a small school in itself with over 300 students. The supporting grant for Project C.E.B.I. has now ended, but this fine program will continue. P&WA and MCC have signed a five-year contract under which the academic credits awarded by MCC are guaranteed into the future along with continued on-site courses for additional credits toward associate degrees for company employees. The services of the Registrar and academic counseling which were added by MCC became so important to the program that P&WA is now willing to pay for these services under the final contract.

Insurance Company Programs

Early in Project C.E.B.I. Manchester Community College decided that risks must be taken in the evaluation of in-service training. Even though there was no guarantee that evaluation of a company's in-service training would result in a cooperative program, it was decided to proceed with faculty evaluation of selected training programs.

The first of these advance evaluations was made for the Corporate Data Processing Center of Aetna Life and Casualty. A total of nine academic credits including six credits for MCC data processing courses were awarded for operations courses at Aetna plus a minimum of six months on-the-job employment.

Although there was no assurance at the time of evaluation that a cooperative program could be worked out with Aetna, Manchester Community College now has a new and unique cooperative program with Aetna for their data processing operators. At first it was felt by Aetna, themselves, that it would be impossible to provide a semester schedule for operators who have such strange work schedules.

Data processing operators at this company work three, twelve hour shifts and then have four days off. The sticky wicket is caused by the fact that every seven weeks the three working days of the week change. This work schedule made it impossible for these employees to enroll in standard college classes.

MCC developed a solution to this scheduling problem, and a three-year certificate program has been established. Two sections of English

composition will begin in the fall of 1978 for approximately fifty data processing operators.

In like manner, Manchester Community College decided to evaluate LOMA courses before a cooperative program was assured. The Connecticut Mutual Life Insurance Company agreed to supply MCC with textbooks, final examination, instructor manuals, and any other assistance required by the College.

The evaluation of LOMA insurance courses was coordinated by the Business Careers Division. LOMA courses that equated to the first two years of college were evaluated for a total of 27 credits, and all life insurance companies in the Hartford area were informed of this award of credit as indicated below:

Award Of Credit For LOMA Courses By Manchester Community College

Academic credit for LOMA courses will be granted by Manchester Community College as follows:

Part	Course	Credits
*1	Principles of Life Insurance	2
*2	Life Company Operations	2
5	Economics and Investments	4
7	Office Administration (Discontinued course)	3
7	Systems and Data Processing	3
8a	Management Principles	3
8b-CL	Life and Health Insurance Claims	2
8b-DP	Electronic Data Processing	3
8b-GI	Group Insurance	2
8b-PA	Personnel Administration	3
		27

*Parts 1 and 2 must be completed before LOMA Transcripts will be accepted by Manchester Community College.

The results have been quite gratifying for not only has the College received some fine publicity, but MCC now has cooperative on-site programs with both the Connecticut Mutual and Connecticut General Life Insurnace Companies. LOMA Transcripts are being received by the Director of Admissions at MCC along with matriculation applications.

The Connecticut Mutual program started in the spring semester of 1978 with a total of 52 students registered in two courses that met two times a week. The first two courses were:

English 111 - Introductory Composition
Accounting 101 - Principles of Accounting I

Both of these courses received high evaluation ratings from the students, but the College was disturbed that the dropout rate was higher than normal. In retrospect both Connecticut Mutual Life and Manchester Community College agreed that a mistake was made by offering these courses with no financial commitment from the students. CML offered these college courses free of charge including the textbooks. This fine company was so generous that it became too easy to enter and too easy to dropout.

In the fall of 1978 Connecticut Mutual Life will change its policy so that each student will pay for textbooks as well as a small tuition charge. Approximately 58 students have been registered for the following three semester hour courses:

Data Processing 111 - Introduction to Data Processing
Psychology 111 - General Psychology

Connecticut General Life Insurance Company has agreed to start in the fall of 1978 two on-site courses to begin supplementing the credits that MCC has awarded for LOMA insurance courses. A total of 62 students have registered for the following courses:

Economics 101 - Introduction to Economics I
Psychology 111 - General Psychology

On-site counseling has been provided at Connecticut Mutual Life for approximately 25 of their students, and plans have been made to provide counseling at the Connecticut General Life Insurance Company in the fall semester.

Manchester Community College has found it essential to publish policy and procedure guidelines for each program in order to prevent misunderstanding and to spread more accurate knowledge of the program. Guidelines for the MCC/CG Cooperative Program are enclosed as a sample of what has been prepared for each cooperative program. (See Appendix V.)

The three cooperative programs with insurance companies described above are truly duplicates of the original Pratt and Whitney Aircraft model. The award of academic credit for in-house training has been combined with the convenience of on-site courses. The three insurance companies are pleased with these programs, and MCC plans to continue promoting the basic C.E.B.I. concept with the objective of expanding cooperative programs to other companies.

Banking Programs

Although Manchester Community College has not yet been successful in promoting a cooperative program with banks in the Hartford area, progress has been made, and this area has great potential for the future. The Hartford Chapter of the American Institute of Banking has met several times with the community colleges located in Manchester, Hartford, and Middletown.

As a result of these meetings, A.I.B. has decided to discontinue offering to bank employees the following courses which A.I.B. feels can be supplied by community colleges:

Accounting I
Accounting II
Introduction to Data Processing
Money and Banking
Effective English
Speech
Principles of Economics
Real Estate Finance

Approximately 100 A.I.B. students from local banks have registered for courses in the 1978 fall semester at MCC. This is a good start, but Manchester Community College feels this is only the small beginnings toward a cooperative program that will be finalized after the credit evaluation of A.I.B. courses.

A.I.B. textbooks and instructor manuals for 22 banking courses are now in the hands of MCC and the other two community colleges in this area. It is going to be a large undertaking, but this College is committed to the credit evaluation of all A.I.B. courses. A.I.B. has already been assured that the award of academic credit will be retroactive for five years.

UNMET CONTINUING EDUCATION NEEDS

Under this grant Manchester Community College and the Hartford Graduate Center worked cooperatively to promote the objectives of Project C.E.B.I. Although the Hartford Graduate Center found that it was not practical to grant graduate credits for in-house training programs, educational programs in industry were satisfied in a truly professional manner by the expertise of this graduate school.

First, at Pratt and Whitney Aircraft Group the Hartford Graduate Center has produced tests and test procedures that have permitted P&WA to evaluate two training courses in microprocessing and listening workshops.

The microprocessing course had originally been supplied by the Graduate Center whereas the listening workshop had been purchased from another vendor. Both of these courses were evaluated by the Hartford Graduate Center and final written reports were submitted to P&WA who was satisfied with the tests that were created as well as the cost benefit results.

Another major project for the Hartford Graduate Center had been the development of performance appraisal workshops at Pratt and Whitney Aircraft. A questionnaire was designed in collaboration with P&WA to collect partipant satisfactions, dissatisfactions, and ideas for improving the system. The data was summarized, analyzed, and priorities for redesign were established.

Then through a series of ten workshops managers were exposed to literature on performance appraisal systems at other companies, relevant research studies and developing policies, procedures and guidelines for a new system at P&WA.

Behind the workshop sessions has gone a lot of staff work interviewing managers, developing first draft documents, reviewing participants' reactions and suggestions, revising documents and developing simulations and other activities to facilitate the design and skills training process. Strategies have been developed for disseminating this new performance appraisal system throughout the company. Part of this will involve the training of a resident instructor to carry on the process internally. It is estimated that this project will not be completed until January 1979.

At the Hamilton Standard Division of United Technologies Corporation the Hartford Graduate Center has designed and administered a lecture series to educate top management about the diesel engine field. Hamilton Standard had purchased one of the country's leading producers of fuel injectors for diesel engines, and top management had an immediate need for information about this new field.

The Hartford Graduate Center has maximized the educational effectiveness of this series. Lecturers have been located in and outside the new company acquisition, tapes have been prepared, and top management has been updated regarding diesel engines. Much of the results of this lecture series are proprietary, but the Hartford Graduate Center plans to use these same techniques in other areas where top management may need such training in a new field.

At Manchester Community College as this grant began, it had been established that smaller companies have little interest in 45 hour academic credit courses. There are, however, unmet continuing education needs in smaller companies as both management and employees have a strong desire to increase skills related to on-the-job responsibilities.

One exception to the disinterest in credit courses was experienced at Hartford Hospital. Under contract Hartford Hospital asked Manchester Community College to supply a course in medical terminology for academic credit. Using an outline supplied by Hartford Hospital, MCC prepared a new course which was evaluated for three academic credits.

It is interesting to note that when this new course in medical terminology was announced as a three credit course at Hartford Hospital, 114 employees tried to register. By mutual agreement 40 students were allowed to take this course.

To satisfy the continuing education needs at the smaller companies, MCC has developed a series of short mini-courses. Each of these courses is 15 hours in length, and normally is provided two times a week for 1½ hours per class session. Thus a 15 hour mini-course is completed in five weeks.

Although no credit is offered, these mini-courses do fill a need that otherwise would go unanswered.

During this grant the following 15 hour mini-courses were provided by Manchester Community College:

Expository Writing
East Hartford Police Department
East Hartford, CT

Reading Rate and Comprehension
Wiremold Company
West Hartford, CT

Expository Writing
Connecticut Natural Gas Company
Hartford, CT

Small Group Communications and Leadership
Szabo Food Service
East Hartford, CT

Executive Secretarial Practices
Connecticut Natural Gas Company
Hartford, CT

Advanced Composition
Connecticut Natural Gas Company
Hartford, CT

The employee-student reaction to these short mini-courses is excellent. Although the initial class session may be feared by employees who never thought that they would be taking a course provided by a college, this nervousness soon disappears. Most employees give these mini-courses high ratings. The reaction of the Wiremold Company to mini-course offerings is illustrated by their answers to MCC's Company Evaluation Questionnaire dated January 6, 1978. (See Appendix VI.)

CONCLUSIONS

I. Expansion Of The Existing Cooperative Training Program With The Pratt And Whitney Aircraft Group

Manchester Community College has concluded that during the period of this grant the cooperative program with Pratt and Whitney was expanded to the limit of available classroom space. Sixteen classes meeting twice a week occupy all available classrooms at P&WA from Monday noon until Friday evening. The number of students increased from 216 to 312 occupying 376 seats. The number of classes per week increased from 20 to 32. The program that started for apprentices only became available to all P&WA employees.

At the time this grant ended, the future of this program became assured by a five-year contract between Manchester Community College and the Pratt and Whitney Aircraft Group. Although MCC is pleased and proud of the growth and the size of this program, MCC has learned to have great respect for the imaginative thinking and planning within P&WA. MCC concludes that it is possible that in the future the present program may appear as a small but good beginning.

II. Identify Other Business And Industry Training Programs Worthy Of Academic Credit So As To Duplicate The Pratt And Whitney Model

MCC had concluded under a previous grant that in-house training programs complete with classroom instruction worthy of academic credit are found only in large corporations employing several thousand employees. MCC now concludes that the correct policy for at least this institution is the credit evaluations of worthy training programs in business and industry on a no charge, no strings attached basis.

Credit evaluation is an expensive and time consuming process. However, Manchester Community College found that business and industry as well as the College itself were repulsed by proposals to evaluate training programs on the condition that the company begin purchasing college on-site courses. Such arrangements are too vulnerable to criticism that the College is in the business of "selling credits".

The granting of 27 credits for LOMA courses has been a major factor in assisting MCC to establish cooperative on-site programs at the Connecticut Mutual and Connecticut General Life Insurance Companies. The award of credit for operations courses at Aetna Life and Casualty has led to a cooperative program at this company. MCC is currently in the process of evaluating 23 courses that are provided by the Hartford Chapter of The American Institute of Banking. Once again MCC is taking the risk that this credit evaluation will result in a new cooperative program with Hartford's banks.

III. Academic And Career Counseling In Cooperative Programs

Under this grant MCC provided a college counselor two afternoons a week on site at P&WA, and this same counselor was available upon request to approximately 50 employees at Connecticut Mutual Life Insurance Company. In MCC's new program at Connecticut General, this life insurance company is requesting academic counseling for which they are willing to pay. Counseling by a MCC counselor two days a week at P&WA has been written into the new five-year contract, and P&WA will pay the College for this service.

MCC has found that academic counseling is an essential and important part of a cooperative program. It is a service that only a college can deliver. The value of such counseling is highlighted by the willingness of business and industry to pay for this service.

A final conclusion about counseling is that although the on-site college counselor will receive questions involving career counseling, it is best to refer these questions to full-time career counselors usually found in the personnel departments of large companies.

IV. Identification Of Unmet Continuing Education Needs

As a result of the Hartford Graduate Center's calls on business and industry, the Graduate Center has come to the conclusion that there are very few in-house programs that have the breadth and depth and instructional duration to warrant graduate credits. No such program was located in the Hartford area, and it appears as though continuation of this search is unproductive.

The grant monies have allowed the Graduate Center to work closely with two of its major clients to expand the type of services it provides. Based upon this intensive experience with Pratt and Whitney Aircraft and Hamilton Standard (two divisions of United Technologies Corporation) the Graduate Center concludes:

1. The companies had significant unmet educational needs in both content and methods.

2. The Graduate Center was able to identify and meet these needs.

3. The clients were highly satisfied with the results: they are continuing to request similar and additional new types of services; the Center is fully booked for the next six months; the budget is balanced (the companies are paying the true cost of services); an assistant has been hired to help meet the demand and, as a graduate student, learn the business.

4. The Graduate Center believes these services are widely applicable to other companies, and a circular is being prepared: a proposal is currently being submitted to the Stanley Works, and a presentation is scheduled for another division of The Pratt and Whitney Aircraft Group.

MCC has concluded that there are unmet continuing education needs in small companies (100 to 500 employees) that are identical to the needs in larger companies. MCC has, however, concluded that these unmet educational needs in small companies must be met with a different type of program.

The small company is usually working so hard to keep its head above water that there is little or no interest in standard college level, academic credit, forty-five hour courses. The small company management is primarily interested in improving on-the-job skills of employees in as short a time as possible.

MCC has found that an approach to small companies is the short 15 hour mini-course that is tailored to the needs of employees. Success with one course will usually lead to another at the same company. Basic needs in small businesses are improved writing, reading, speaking, leadership, and secretarial practices.

V. Postscript

The Hartford Graduate Center has been permitted through this grant to explore new areas and develop expertise leading into new services that can be offered to business and industry.

Through this grant MCC has been able to offer business and industry a new approach to continuing education. Academic credit awarded for worthy training in business and industry has been combined with on-site college courses to form both certificate and degree programs that have received acceptance by several large companies in the Hartford area.

The Hartford Graduate Center is already approaching additional companies to offer the benefit of expertise developed under this grant. Manchester Community College now has an ongoing cooperative program with business and industry that is among the largest in the state of Connecticut.

Both the Hartford Graduate Center and Manchester Community College wish to express their appreciation for the H.E.W. Grant that made possible these initial programs.

RESUME

Thomas M. Bavier

Home Address
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CAREER OBJECTIVE: Position in Higher Education Administration

EDUCATION: B.A. Sociology, 1969, College of the Holy Cross, Worcester, Massachusetts
M.A., Counselling, 1973, University of Connecticut

EMPLOYMENT:

Fall 1975 - Present: Coordinator, Extension Services, Manchester Community College. Responsibilities include the development and administration of contract and grant programs; working with faculty and community agencies in researching, designing, funding and implementing education programs as well as counselling, consultation and administrative services at the college; fiscal management of an annual budget of approximately $190,000 generated through contracts and grants.

1974-1975: Part-time administration assignment in Extension Services at Manchester Community College. Responsible for developing programs which extend the resources of the college into the community and then initiating grant proposals, contractual agreements, and cooperative arrangements with other agencies to fund programs.

Counselor, part-time, for Model Cities Training Institute in Hartford. Responsibilities included personal, academic, and career counselling; developing and implementing an educational and career placement testing program for minority residents of Hartford.

1972-1973: Instructor, Caminemos Resource Center, Hartford, Connecticut. Instructor in English As a Second Language. Other responsibilities included curriculum development and vocational and education placement of clients.

1969-1971: Peace Corps Volunteer, Ghana, West Africa. Instructor in African Literature and English As a Second Language.

PERSONAL: Born: May 5, 1947
Health: Excellent
Married: 7 years, 2 children

Appendix LI

DAVID E. DUFFY
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EDUCATION:

Harvard School of Business Administration (One Year - 1939)
Dartmouth College - Graduated Class of 1938
William Hall High School - West Hartford, Connecticut

EMPLOYMENT RECORD:

September 1, 1976 - Present: Manchester Community College
Manchester, Connecticut 06040

Coordinator of Continuing Education in Business and Industry

February 1975 - April 1976 (15 months): Cushman Products
Division Cushman Industries, Inc.
West Hartford, Connecticut 06110

Sales Manager

1946 - 1973 (27 years): The Jacobs Manufacturing Company
West Hartford, Connecticut 06110

12 Years: Sales and Export Manager
2 Years: Assistant to Vice President Sales
11 Years: Cleveland District Manager
1 Year : Sales Engineer
1 Year : Purchasing Department

1941 - 1946 (5 years): United States Army

Private to Major Infantry
Fifteen months overseas in E.T.O.

1939 - 1941 (2 years): The Connecticut River Banking Company
Hartford, Connecticut

Bank Clerk

AGE: 59 HEALTH: Excellent

PLUS FACTORS:

Ability to talk easily with business and industry top management.

Experience in organizing sales training programs for industry.

Staff experience in fact finding, summarization and evaluation in writing.

JUDD N. ADAMS

Office: The Hartford Graduate Center
275 Windsor Street
Hartford, CT 06120
(203) 549-3600

Home: 12 Gretel Lane
Simsbury, CT 06070
(203) 658-9840

EDUCATION

1973 Ph.D. Higher Education: Research and Evaluation, UCLA
1970 M.A. Psychology, University of California, Santa Barbara
1965 B.A. Psychology & Philosophy UCLA

EMPLOYMENT

1976 - Present: Instructional Design Specialist, The Hartford Graduate Center. Report to the President; responsible for the design, development and evaluation of special courses for local businesses & their employees. Director of an Individualized Masters Degree Program. Designed and manage the instructor - course evaluation process; assist faculty in course and teaching improvements. Instructor in problem solving/decision making, applied logic/creative & critical thinking, and communication skills.

1972 - 1976: Assistant Professor & Assistant to the Dean of Academic Programs, Sangamon State University, Springfield, Illinois. Designed University's program evaluation process. Worked with faculty on a FIPSE funded project to design & develop a Competency-based History B.A. program. Assisted faculty in the improvement of teaching. Taught courses in Critical Thinking and Writing (individualized & competency-based), and Problem Solving. Advised students in the individualized degree program and team-taught an educational planning seminar. Conducted special studies and evaluations at the request of administrative and faculty governance groups. Assisted in the design of ten new degree programs. Chairman, Faculty Caucus, University Assembly (74-75); chairman Teacher Education Evaluation Committee (73-74); chairman University Faculty Evaluation Committee (72-73); served on numerous other committees such as Affirmative Action, Recreation, etc.

1970-1972: Graduate Research Assistant, Center for the Study of Evaluation, UCLA, Los Angeles, California. Analyzed data from the "National Study of College Students, Alumni and College Environments" (C. Robert Pace investigator). Coordinator for USOE grant "Analytical Review of Longitudial and Related Studies as they apply to the Education Process" (James W. Treut investigator). Contributor to the development and field testing of The Higher Education Measurement and Evaluation kit.

1967 - 1970: Teaching Assistant, Department of Psychology, University of California, Santa Barbara, California. Teaching assistant for Experimental Psychology, Advanced Statistics, Social Psychology, Learning Theory, Thinking.

CONSULTING AND SHORT-TERM EMPLOYMENT

West Virginia State College, Institute, West Virginia: consultant on developing a program evaluation process for English Language Skills Laboratory and for Freshman Foundations Program, August 11-13, 1976

Loretto Heights College, Denver Colorado: consultant to UWW Center on developing a formative evaluation process and to Humanities faculty on implementing competency based critical thinking course, May 11, 1976

Office of Superintendent of Public Instruction, State of Illinois: reader of Title III ESEA proposals, December 1973, 1974 and 1975.

Center for Coordinated Education, University of California, Santa Barbara: wrote paper summarizing and synthesizing comments of Abraham Maslow, Ralph Tyler, Benjamin Bloom and Ole Sand from a symposium on the Perennial Education of Teachers for the National Education Association, May-June, 1970.

College of Letters and Sciences, University of California, Santa Barbara: chairman of the Campus Convocation Committee, responsible for organizing and coordinating a year of self-study on the theme "The Structure and Purposes of the University," June-November, 1969.

Department of Psychology, University of California, Santa Barbara: researcher on a study of child rearing practices, personality characteristics and stress responses, July-August, 1968.

Department of Political Science, University of California, Santa Barbara: consultant for paper on stress measurement in simulation of international crisis, June-July, 1968.

Camarillo State Hospital, State of California and Department of Psychology, University of California, Los Angeles: psychophysiological consultant to a study of psychological behavioral and physiological responses of acute schizophrenics to tranquilizers, May-June, 1966.

PUBLICATIONS AND PRESENTATIONS

"Program Evaluation: Experimental Programs Too!" co-presenter with David Hilligoss and Jules Pagano, CAEL Assembly May 7-11, 1976 Denver, Colorado.

"Finding and Preparing Faculty for Experimental Programs," panelist, 31st National Conference, American Association for Higher Education, March 8, 1976.

"Program Evaluation Internal and External," with David G. Hilligoss. A Workshop for the National University Without Walls(UWW), Directors' Meeting, January 29, 1976.

"Invitational Conference/Workshop on Competency-Based Liberal Arts Education," Chairman, Pere Marquette, Illinois, June, 1975.

"Developing a Competency Library Test" invited address to a workshop for Illinois College Librarians, May 20, 1974.

"Student Subgroup Perceptions of the College Environment: A National Multivariate Study of Responses to CUES," University Microfilms, University of Michigan, Ann Arbor, July, 1973.

"From Prediction to Explication: Some Data Analysis Strategies for Improving Impact Analysis in Educational Research," with Alfred C. Marcus. Presented at the Annual Meetings of the American Association for the Advancement of Science, Philadelphia, December, 1971.

"Education for Cultural Reconstitution," invited address to the California Advisory Council on Educational Research, San Francisco, November, 1970.

"A Further Study of Coping Style and Behavioral Response to Stress," with Michael J. Goldstein, Personality, Volume 1, No. 3, 1970.

"Alternatives to Violence," UCSB Alumnus Magazine, Fall/Winter, 1969.

Convocation Anthology: Problems, Goals and Research in Higher Education, edited with David P. Gardner, University of California, Santa Barbara, 1969.

"Preference for UCS Predictability in Human Classical Conditioning," with R. Lockhart J. Higgins, L. Walrath, and D. Steinbrecker. Presented at the California State Psychological Association Annual Meetings, Newport Beach, California, January, 1969.

"Coping Style and Behavioral Response to Stress," with Michael J. Goldstein, Journal of Experimental Research in Personality, Volume II, No. 4, December, 1967.

"Coping Style and Response to Stress: A Comparison of Psychological and Behavioral Indices of Involvement," with Michael J. Goldstein, presented at the Western Psychological Association Annual Meetings, San Francisco, May, 1967.

OTHER PROFESSIONAL ACTIVITIES/CONTINUING EDUCATION

Program Planning & Budgeting in Higher Education: a one day workshop by Harry Hartley, June 29, 1976, Hartford Connecticut for state agency officials.

Cognitive Skills Task Force: organized and funded by the CUE Center (Competency-based Undergraduate Education), Bowling Green State University, to provide a forum for professional growth and a locus for stimulating applied R&D in cognitive skill development for selected faculty teaching in this area. Attended first two workshops, November 6-7, 1975 and April 8-9, 1976.

Cooperative Assessment of Experiential Learning (CAEL): sponsored and funded by The Educational Testing Service, CAEL Task Force Institutions and The Carnegie Corporation to encourage research, development and dissemination among its member institutions. Attended national conferences October 10-11, 1976 as representative of Hartford Graduate Center, and May 9-12, 1976, October 1-3 and May 11-14 1975 as representative of Sangamon State University.

State of Illinois Learning Center Conference, Alterton House, University of Illinois, September 18-19, 1975, sponsored by Sangamon State University and Lincoln Land Community College (both in Springfield, Illinois) to promote growth and professional development among those associated with learning centers in Illinois. Served as planning consultant and participant.

Staff Development Conference, Parkland Community College, May 8, 1975. Served as institutional representative to this group concerned with promoting staff development programs in the State of Illinois.

Intensive Residence Course in Criterion-Referenced and Objectives-Referenced Measurement, Educational Testing Service, August 5-9, 1974. A four CEU course designed to provide one with the appropriate conceptual and technical measurement skills.

Johnston College National Symposium on Experimental Higher Education. January 28-29, 1972 (institutional representative from UCLA); January 25-28, 1973 (institutional representative from Sangamon State University). Organized as a forum for exchange of ideas among institutions actively engaged in experimentation.

HONORS AND AWARDS

Honors, Doctoral Qualifying Examinations, UCLA, 1971
Fellow, University of California Graduate Academy, 1969
Fellow, NDEA Title IV, 1967-68
Southern California All-Star Soccer Team, 1962
Academic and Athletic Honors, Hoglandskolan, Stockholm, Sweden, 1959-60

SCHOLARLY AND CIVIC ORGANIZATIONS

Phi Delta Kappa (Honorary)
American Association for Higher Education
National Council on Measurement in Education
UCLA Alumni Association, Life member
UCSB Alumni Association, Life member
College and University Area YMCA Board of Directors, Springfield, IL (1972-76)
Cooperative Assessment of Experimental Learning (CAEL).

RESUME

Lynne E. Eckerle

Home Address
47A Downey Drive
Manchester, Connecticut 06040
(203-528-3430)

EDUCATION:

Bachelor of Arts: Purdue University, W. Lafayette, Indiana; Psychology Major, 1975

Master of Science: Purdue University, W. Lafayette, Indiana; Counseling and Personnel Services, 1976

Further Study: University of Connecticut, Storrs, Connecticut

WORK EXPERIENCE:

1973-1975	Part-time crisis center counselor, Layayette, Indiana
1974-1976	Counselor, Residence Halls, Purdue University, W. Lafayette, Indiana
1974-1975	Part-time Teaching Assistant, Adult Basic Education, Lafayette, Indiana
	Part-time Social Worker, Tippecanoe School Corp., Lafayette, Indiana
1976-Present	Manchester Community College, Part-time Lecturer in Career/Life Planning
	Part-time Counselor
	Counselor, Community Services Division

MANCHESTER COMMUNITY COLLEGE
COMMUNITY SERVICES DIVISION
MCC/CG COOPERATIVE PROGRAM

POLICIES AND PROCEDURES GUIDELINES

The purpose of this memorandum is to bring you up-to-date on policies and procedures related to your participation in the MCC/CG Cooperative Program. It is hoped that the information below will assist you in your efforts to continue your education through this program.

Program Administration:

The program is administered at the College through the Community Services Division in cooperation with the Corporate Training Division of Connecticut General. Mr. David Duffy, Coordinator of Business and Industry Programs at the College, works together with Mary O'Neill at CG to ensure that the program runs smoothly and efficiently. Questions, comments, suggestions, etc., concerning the administration of the program should be addressed to Mr. Duffy who can be reached at 646-3977, Monday through Thursday from 8:00 a.m. to 5:00 p.m.

Registration:

Employees will register for on-site courses at CG prior to the first class meeting. Upon registering, a student is officially enrolled in a course(s) until such time he/she officially withdraws (see refund policy and withdrawal procedure below).

Refund Policy:

If a course is canceled by the College, students will receive a full refund of all fees. A student who withdraws from a course prior to the first scheduled meeting will receive a full refund of fees, provided that a written request for refund has been received by the office of the associate dean of community services not later than 4:00 p.m. on the day preceding that on which the first meeting is scheduled. Requests must be received by 4:00 p.m. Friday for courses whose first meeting is on Monday. Ordinarily, no refunds will be made after that time. Any requests for exceptions to this policy must be submitted in writing to the associate dean of community services with a detailed description of the circumstances which might warrant such an exception. Allow at least 30 days for payment of refunds to be made.

Withdrawal From Courses:

A student who wishes to withdraw from a credit course must obtain a withdrawal form from Mary O'Neill of the Corporate Training Division at CG, fill in and sign the form, and obtain the signature of the course instructor. Students should return the withdrawal form to Mary O'Neill.

Grades for courses from which a student withdraws during the first 10 weeks of a semester will be recorded as a "W" at the final marking period. Grades for courses from which a student withdraws during the remainder of the semester, up to the last day of classes, will be recorded as "W" or "F", the choice to be made in accordance with the instructor's policies.

Incomplete:

An "Incomplete" (I) is given only for work unfinished because of the student's illness, accident, or other unavoidable absence from class. It is the student's responsibility to speak with his instructor about finishing his work and receiving an appropriate letter grade. A grade of "Incomplete" that is not changed within a sixty day period beginning with the first day of the semester following that in which the "I" was given, will remain on the student's record as "Incomplete" (I) and will not be computed in the grade average.

Credit For LOMA Courses:

MCC will award credit for LOMA courses as indicated below:

Part 1*	Principles of Life Insurance	2
Part 2*	Life Company Operations	2
Part 5	Economics and Investments	4
Part 7	Office Administration	3
Part 7	Systems and Data Processing	3
Part 8a	Management Principles	3
Part 8b-CL	Life and Health Insurance Claims	2
Part 8b-DP	Electronic Data Processing	3
Part 8b-GI	Group Insurance	2
Part 8b-PA	Personnel Administration	3
	Total Credits	27

*Parts 1 and 2 must be completed before LOMA Transcripts will be accepted by Manchester Community College.

Degree Requirements at MCC:

All of the above LOMA credits qualify as electives in the General Studies degree program at MCC. Sixty credits are required for an associate degree in General Studies, and distribution requirements are as follows:

Course	Credits
English 111	3
Humanities	9
Natural Science	6
Social Science	9
Elective	33
Total Credits	60

Residency Requirements:

Students should note that MCC requires that a minimum of 12 credits be earned through MCC courses before graduation is permitted. Courses offered by MCC at CG will apply towards the 12 credit residency requirement.

How To Obtain Credits For LOMA Courses:

CG employees who wish to receive academic credit for LOMA courses must take the following three steps:

1. Send a LOMA Transcript to MCC's Director of Admissions:
   Manchester Community College
   P.O. Box 1046-Admissions Office-C
   Manchester, CT 06040
2. Matriculate in the General Studies degree program at MCC
   (See matriculation instructions)
3. Register for a MCC credit course either on site at CG or at the College.

Matriculation:

This is a one-time process of applying to the College to become accepted into a degree program. It is recommended that students matriculate as early as possible especially if they intend to register for courses at the College. Matriculated or degree students are given priority registration dates for courses taken on campus.

Matriculation into the General Studies degree program produces a student transcript on which LOMA credits can be recorded.

Matriculation entails the following:

1. Fill out an official MCC Application for Admission which can be obtained from Mary O'Neill at CG.
2. In upper right hand corner above "Office Use Only" print "CG Cooperative Program."
3. Program of Study: Put the number "63" in the box on the application form. On the line after the box write "General Studies/CG Cooperative Program."
4. Forward the completed application to the Director of Admissions at MCC (see paragraph 5 below for address) with a check for $10.00 payable to Manchester Community College.
5. Arrange to have your high school transcript or State Equivalency and transcripts from other colleges you have attended sent to the Director of Admissions:
   Manchester Community College
   P.O. Box 1046-Admissions Office-C
   Manchester, CT 06040

Transfer of Credits From MCC:

Since MCC accepts LOMA credits as transfer business courses, LOMA credits cannot be transferred from MCC to other colleges. Although we know of no other college in Connecticut that is awarding credit for LOMA courses, MCC will promote the acceptance of LOMA Transcripts on a direct basis at other colleges in Connecticut.

The credit courses that MCC is providing on site at CG are identical to on-campus courses. These courses are as transferable to other colleges as the same courses when offered on campus.

CG employees are reminded of the general rule that no guarantee can be made as to the amount of credit that will be granted when a transcript is transferred from MCC to another educational institution. The decision as to the number of credits that can be transferred rests entirely with the receiving institution.

Counseling:

Joan Gould, a MCC counselor, is available to provide CG employees with on-site academic counseling. Appointments to meet with Ms. Gould can be made through Mary O'Neill of The Corporate Training Division (Ext. 7005).

MANCHESTER COMMUNITY COLLEGE ON-SITE COURSES
FOR BUSINESS AND INDUSTRY

COMPANY EVALUATION QUESTIONNAIRE

1/6/78
DATE

COMPANY The Wiremold Company

West Hartford, CT 06110

Manchester Community College is interested in obtaining your evaluation of the following course(s) that have been provided on site at your company by the Community Services Division of this College:

Expository Writing

1. To what extent do you feel the above course(s) met a need in your company?

   (a) Very much

   b. Some

   c. Very little

   d. Not at all

   Comments: For almost every participant this was their first real exposure to course subject matter, and the need was present.

2. Do you feel that the training was tailored to meet needs related to job responsibilities?

   (a) Yes

   b. No

   Comments: For the most part - yes. Since participants have responsiblities in several diverse areas, it would be difficult, in a "mixed" group, to key course perfectly to all.

3. Please comment on both positive and negative feedback that you may have received during the course(s).

Comments: Positive: cause gives me self-confidence; I can use the text in the future; the company cares about us; professor very good; it will help me do a better job. Negative: classes too long each session.

4. Circle one of the following to indicate your general assessment of the MCC on-site course program?

a. Excellent

(b) Good

c. Fair

d. Poor

Comments: With better planning on my part the program could have been better. If I repeat the program I'll spend more time identifying specific needs of the participants and more time with the instructor developing appropriate course material.

5. Are there any other courses or subjects that you would like to have the College offer?

Not at this time

6. Do you have any suggestions to improve content or format of this program for business and industry?

Comments: See number 4 above. Better planning and coordination on part of course administrator and instructor.

Signature Eugene C. Lynch

Title Assistant Personnel Manager

Company The Wurlitzer Company